Self-Regulation

1. What does Self-Regulation include:
   1. \_ Self-regulating learners control and monitor their cognitive processes and progress.
   2. \_ Self-regulated behavior is controlling motivation and emotions.
   3. \_ Establish goals and standards for their performance.
   4. \_ Self-regulating learners plan a course of action for a learning task.
   5. \_ Self-regulating learners seek assistance and support when needed.
   6. \_ Self-regulating learners evaluate the final outcomes of their efforts.
   7. – Self-regulating learners self-impose consequences for their performance.
   8. – Self-regulation occurs over the course of childhood and adolescence.
2. Four beliefs about Self-regulation and student learning by grade level
   1. \_ K-2
      1. \_ Some internalization of adults’ standards of behavior
      2. \_ Emerging ability to set self-chosen goals for learning and achievement
      3. \_ Some use of self-instructions to guide behavior
      4. – Some self-evaluation of effectiveness and appropriateness of actions; feelings of guilt about wrongdoings.
      5. – Individual differences in self-control of impulses, emotions, and attention; amount of self-control in these areas affects peer relationships and classroom performance.
   2. \_ 3-5
      1. \_ Improving ability to assess own performance and progress.
      2. – Guilt and shame about unsatisfactory performance and moral transgressions.
      3. \_ Emerging self-regulated learning strategies (e.g., conscious attempts to focus attention, ability to do short assignments independently at home)
      4. \_ Increasing ability to allocate study time appropriately for the learning task at hand.
      5. – Difficulties with self-control for some students who have cognitive or behavioral disabilities.
   3. \_ 6-8
      1. \_ Increasing ability to plan future actions, due in part to increased capacity for abstract thought.
      2. \_ Increasing mastery of some self-regulated learning strategies, especially those that involve overt behaviors (e.g., keeping a calendar of assignments and due dates)
      3. \_ Self-motivational strategies (eg., minimizing distractions, devising ways to make a boring task more interesting and enjoyable, reminding oneself about the importance of doing well)
      4. – Decrease in help-seeking behaviors during times of confusion, especially if teachers appear to be aloof and nonsupportive.
   4. \_ 9-12
      1. \_ More long-range goal setting.
      2. \_ Increasing ability to accurately self-evaluate learning and achievement.
      3. \_ Wide variation in ability to self-regulate learning (many low-achieving high school students have few, if any self-regulating learning strategies.)
3. Five Developmental trends of self-regulation of childhood and adolescence
   1. Two key elements of self-regulation (Primary grades)
      1. \_ Setting self-chosen goals
      2. \_ Self-evaluation of behavior
   2. key component of self-regulation (Upper elementary grades)
      1. \_ Conscious attempts to focus attention, ability to complete short learning tasks at home.
   3. Two more key components of self-regulation in (Middle school and High-school)
4. – Planning
5. – Self-motivation

Transfer-

1. What does transfer include:
   1. \_ Positive transfer or the phenomenon in which something learned at one time facilitates learning or performance at a later time.
   2. \_ Negative transfer is a phenomenon in which something learned at one time interferes with learning or performance at a later time.
   3. \_ Transfer of knowledge and skills is most likely to occur when there is obvious similarity between the “old” and the “new.”
   4. \_ Learning strategies and general beliefs and attitudes can also transfer to new situations.
   5. \_ Relevant context cues increase the probability of transfer.
   6. \_ Meaningful learning and conceptual understanding increase the probability of transfer.
2. Four beliefs about transfer and student learning
   1. \_ Transfer of knowledge and skills is most likely when similarity of “old” and “new”
      1. \_ Transfer from one situation to another often occurs when two situations overlap in content.
      2. \_ Specific transfer is the instance of transfer in which the original learning task and the transfer task are different in content.
      3. \_ the similarity of the two situations usually promotes positive transfer from one to the other. Occasionally, however, it leads to negative transfer.
   2. \_ Learning strategies, general beliefs, and attitudes can transfer new situations.
      1. \_ General transfer is the instance of transfer in which the original learning task and the transfer task are different in content.
      2. \_ We frequently see general transfer of learning and study strategies: when people acquire effective learning and study strategies within the context of one subject area, they often apply the strategies in a very different subject area.
      3. \_ General beliefs and attitudes that learners acquire about learning and thinking. This is the confidence in their ability to master school subject matter, recognition that learning often takes hard work, and willingness to consider multiple view-points on controversial issues.
      4. These issues can have a profound impact on later learning and achievement across multiple domains and so clearly illustrate general transfer at work.
      5. When application of specific academic topics are involved, however, general transfer occurs far less often than specific transfer.
      6. If transfer of these topics does occur, it typically involves some kind of similarity between the materials involved in the two situations.
      7. Knowledge about one topic rarely transfers to a very different topic.
   3. \_ Relevant context cues increase the probability of transfer.
      1. \_ Learners can apply something they have learned to a new situation only if they retrieve it in the new situation.
      2. – Here we see one reason why specific transfer is more common than a general transfer.
      3. \_ when two situations overlap in content, the second situation is apt to provide retrieval cues that remind learners of relevant things they have previously learned.
      4. \_ Situated cognition are people associated with particular behaviors and ways of thinking with certain contexts and tend not to use them in that is because they do not transfer to other contexts.
   4. \_ Meaningful learning and conceptual understanding increase the probability of transfer.
      1. \_ Learners are much more likely to apply new knowledge and skills when they engage in meaningful rather than rote learning.
      2. \_ ideally, they should acquire conceptual understanding of a topic, such that many concepts and procedures are interrelated in a cohesive, logical whole.
      3. \_ When information and skills are appropriately interconnected in memory, learners are more likely to retrieve them in relevant situations.
      4. -- One critical factor affecting meaningful learning and conceptual understanding is the amount of instructional time.
      5. – The more time learners spend studying a single topic, the more likely they are to transfer what they learn to a new situation, undoubtedly because they have better able to make interconnections and meaningful, conceptual understanding involves.
3. Developmental trends for both positive and negative transfers with age
   1. Positive transfer
      1. \_ In most cases, prior learning helps learning or performance in another situation.
      2. \_ An example of a positive transfer, takes place when Elena’s Spanish teacher helped her learn French and when Stella’s practice with note taking in history class improves her performance in geography class.
      3. \_ In some instances, knowledge or skills actually hinder later learning.
   2. Negative transfer
      1. \_ Such negative transfer is the case for Ted, who transfers principle related to whole numbers to a situation where it does not apply: comparing decimals.
      2. \_ The opening case study in chapter 2, “The New World” included another example of negative transfer: When thinking about china, Rita apparently retrieved multiple possible meaning of the word—including “dinnerware”—and erroneously concluded that Europeans wanted to import cups from the Far East.